Eureka Math *A Story of Units*
Second Grade – Module 5
2015-2016

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Materials based on Eureka Math Version 3. (No changes from Version 2 to Version 3.)

Purpose of Assessments

Mid-Module Assessment: These tasks address approximately the **first half** of the module's learning objectives, and provide important information for instruction and for grading.

End-of-Module Assessment: These tasks are based on all standards addressed in order to gauge students' full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Administration of Assessments

- Mid- and End-of-Module Assessments are designed to be completed in approximately one math session. However, The tests can be given over multiple days as needed.
- Assessments are designed to be completed independently by students, without assistance.
- Items can be read to students as needed. (Read the items as written; do not reword.)
- These tasks should not be preceded by review of similar problems.

Grading Guidance

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

4 – Advanced: Student demonstrates advanced understanding of grade level standards expected at this time of year.
3 – Proficient: Student demonstrates proficiency with grade level standards expected at this time of year.
2 – Basic: Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.
1 – Below Basic: Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel's grade scale.

General Grading Guidance:

- On the report card, student learning is reported by CCSS domain. The Second Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
- Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Module 5 Grading Guidance:

- The standards assessed in Module 5 will not be assessed again. (See checklist on page 3.)

Grade 2 Common Core State Standards Checklist by Module

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards that are assessed in Module 5.** *Note that standards included in major clusters are followed by an asterisk (*).* Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

CCSS		GRADE 2 MODULES							
		1	2	3	4	5	6	7	8
2.OA	1*	X			X				
	2*	X							
	3*						X		
	4*						X		
2.NBT	1a*			X					
	1b*			X					
	2*			X					
	3*			X					
	4*			X					
	5*	X			X				
	6*				X				
	7*				X	X			
	8*				X	X			
	9*				X	X			
2.MD	1*		X					X	
	2*		X					X	
	3*		X					X	
	4*		X					X	
	5*		X					X	
	6*		X					X	
	7								X
	8							X	
	9							X	
	10							X	
2.G	1								X
	2						X		
	3								X

Second Grade Module 5: Mid Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, "Evidence of solid reasoning with a correct answer". These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

	Module 5: Mid Module Assessment			
	Domain	**Standards**		
Question	Number and Operations in Base Ten	2.NBT.7	2.NBT.8	2.NBT.9
1	1 2 3 4	X	X	
2	1 2 3 4	X	X	
3	1 2 3 4	X		X
4	1 2 3 4	X	X	X

Domain Score	Number and Operations in Base Ten	
Total Points		
Level	4	14-16 points
	3	10-13 points
	2	6-9 points
	1	4-5 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Second Grade Module 5: Mid Module Assessment Task Score Sheet (continued)

Mid-Module Assessment Task (Topics A–B) Clusters and Standards Addressed
Use place value understanding and properties of operations to add and subtract.
2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)

Second Grade Module 5: Mid Module Assessment Task Rubric

A Progression of Learning				
Assessment Task Item and Standards Assessed	**STEP 1** **Little or no evidence of reasoning with an incorrect answer.** **(1 Point)**	**STEP 2** **Evidence of some reasoning with an incorrect answer.** **(2 Points)**	**STEP 3** **Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.** **(3 Points)**	**STEP 4** **Evidence of solid reasoning with a correct answer.** **(4 Points)**
1 2.NBT.7 2.NBT.8	The student correctly answers **0-4** of the twelve parts.	The student correctly answers **5-8** of the twelve parts.	The student correctly answers **9-10** of the twelve parts.	The student correctly answers **11-12** of the twelve parts. (See below.)
	a. **(1)** 250; **(2)** strategy b. **(3)** 580; **(4)** strategy c. **(5)** 660; **(6)** strategy d. **(7)** 502; **(8)** strategy e. **(9)** 600; **(10)** strategy f. **(11)** 160; **(12)** strategy			
2 2.NBT.7 2.NBT.8	The student correctly answers **0-3** of the nine parts.	The student correctly answers **4-6** of the nine parts.	The student correctly answers **7-8** of the nine parts.	The student correctly answers **9** of the nine parts. (See below.)
	a. **(1)** 442, +100 b. **(2)** -100, -10 c. **(3)** 658, 758 d. **(4)** 749; **(5)** arrow way e. **(6)** 791; **(7)** arrow way f. **(8)** 470; **(9)** arrow way			
3 2.NBT.7 2.NBT.9	The student correctly answers **0-4** of the twelve parts.	The student correctly answers **5-8** of the twelve parts.	The student correctly answers **9-10** of the twelve parts.	The student correctly answers **11-12** of the twelve parts. (See below.)
	a. **(1)** 587 **(2)** models with place value chips and the vertical form b. **(3)** 920 **(4)** models with place value chips and the vertical form c. **(5)** False **(6)** explains d. **(7)** True **(8)** explains e. **(9)** False **(10)** explains f. **(11)** False **(12)** explains			
4 2.NBT.7 2.NBT.8 2.NBT.9	The student correctly answers **0-2** of the eight parts.	The student correctly answers **3-5** of the eight parts.	The student correctly answers **6-7** of the eight parts.	The student correctly answers **8** of the eight parts. (See below.)
	a. **(1)** 735 **(2)** strategy b. **(3)** 860 **(4)** strategy c. **(5)** 390 **(6)** strategy d. **(7)** 140 **(8)** strategy			

Second Grade Module 5: Mid-Module Assessment Task Key

Name Henry Date

1. Solve each problem with a written strategy such as a tape diagram, a number bond, the arrow way, the vertical form, or chips on a place value chart.

a. 220 + 30 = 250

200 20

20 + 30 = 50

200 + 50 = 250

b. 200 + 380 = 580

200 +300→ 500 +80→

580

c. 450 + 210 = 660

200 10

450 +200→ 650 +10→

660

d. 490 + 12 = 502

10 2

500 + 2 = 502

e. 600 = 380 + 220

380
+220
600

f. 750 – 590 = 160

+10 750

+10 590

760 – 600 = 160

2. Use the arrow way to solve.

a.

342 +100→ 442 +100→ 542

b.

600 -100→ 500 -10→ 490

c.

658 +100→ 758 +10→ 768

d.

542 + 207 = 749

542 +200→ 742 +7→

749

e.

430 + 361 = 791

430 +300→ 730 +60→

790 +1→ 791

f.

660 – 190 = 470

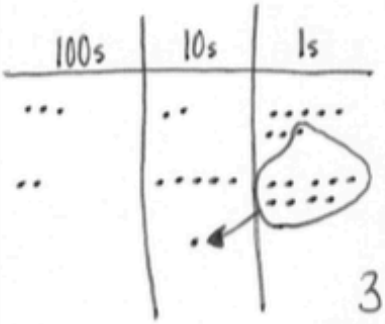
660 -100→ 560 -60→ 500

500 -30→ 470

Second Grade Module 5: Mid-Module Assessment Task Key (continued)

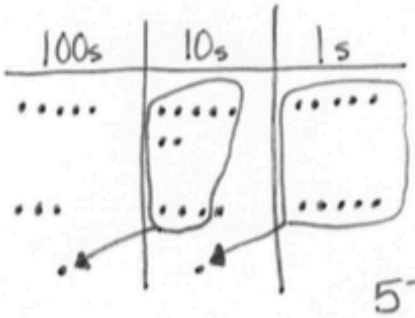
3. Solve each by drawing a model of a place value chart with chips and using the vertical form.

a.
328 + 259 = 587



328
+ 259
587

b.
575 + 345 = 920



575
+ 345
920

Circle *True* or *False* for each number sentence. Explain your thinking using pictures, words, or numbers.

c.

466 + 244 = 600 + 100
400 66 44 200 700

400+110+200
710

True / False

d.

690 + 179 = 700 + 169
10 169
700+169

True / False

Second Grade Module 5: Mid-Module Assessment Task Key (continued)

e.

398 + 6 = 400 + 5

398 + 6

2 ^ 4

400 + 4

True / (False)

f.

724 – 298 = 722 – 300

724 - 298

726 - 300 = 426

722 - 300 = 422

True / (False)

4. Solve each problem with two written strategies such as a tape diagram, a number bond, the arrow way, the vertical form, or chips on a place value chart.

a. 299 + 436 = 735

1 ^ 435

300 + 435 = 735

299
+ 436
735

b. 470 + 390 = 860

470 + 390

460 ^ 10

460 + 400 = 860

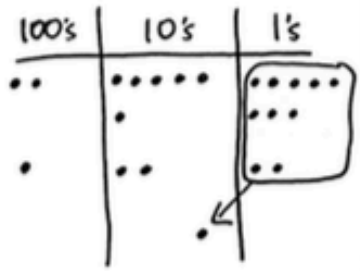
390 +10→ 400 +60→ 460 +400→ 860

Second Grade Module 5: Mid-Module Assessment Task Key (continued)

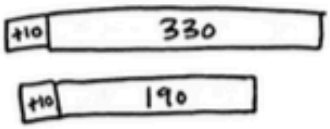
c. 268 + 122 = 390

268 +2→ 270 +120→ 390

268
+122
390



d. 330 − 190 = 140



340 − 200 = 140

330 −100→ 230 −30→ 200

200 −60→ 140

Second Grade Module 5: End-of-Module Assessment Task Score Sheet

A Progression of Learning

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Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

	Module 5: End-of-Module Assessment			
	Domain	**Standards**		
Question	Number and Operations in Base Ten	2.NBT.7	2.NBT.8	2.NBT.9
1	1 2 3 4	X	X	
2	1 2 3 4	X	X	
3	1 2 3 4	X		X
4	1 2 3 4	X		
5	1 2 3 4	X		X

Domain Score	Number and Operations in Base Ten	
Total Points		
Level	4	18-20 points
	3	13-17 points
	2	8-12 points
	1	5-7 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Second Grade Module 5: End-of-Module Assessment Task Score Sheet (continued)

End-of-Module Assessment Task (Topics A–D) Clusters and Standards Addressed
Use place value understanding and properties of operations to add and subtract.
2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)

Second Grade Module 5: End-of-Module Assessment Task Rubric

A Progression of Learning				
Assessment Task Item and Standards Assessed	**STEP 1 Little or no evidence of reasoning with an incorrect answer. (1 Point)**	**STEP 2 Evidence of some reasoning with an incorrect answer. (2 Points)**	**STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)**	**STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)**
1 * **2.NBT.7** **2.NBT.8**	The student correctly answers **0-4** of the twelve parts.	The student correctly answers **5-8** of the twelve parts.	The student correctly answers **9-10** of the twelve parts.	The student correctly answers **11-12** of the twelve parts. (See below.)
	a. **(1)** 660 **(2)** strategy d. **(7)** 50 **(8)** strategy	b. **(3)** 565 **(4)** strategy e. **(9)** 480 **(10)** strategy	c. **(5)** 198 **(6)** strategy f. **(11)** 160 **(12)** strategy	
2 **2.NBT.7** **2.NBT.8**	The student solves zero out of three parts correctly.	The student solves one out of three parts correctly.	The student solves two out of three parts correctly.	The student correctly solves: a. 240 b. 280 c. 958
3 **2.NBT.7** **2.NBT.9**	The student correctly answers **0-4** of the twelve parts.	The student correctly answers **5-8** of the twelve parts.	The student correctly answers **9-10** of the twelve parts.	The student correctly answers **11-12** of the twelve parts. (See below.)
	a. **(1)** 892 **(2)** place value chip model **(3)** subtraction method b. **(4)** 812 **(5)** place value chip model **(6)** subtraction method c. **(7)** 388 **(8)** place value chip model **(9)** addition method d. **(10)** 237 **(11)** place value chip model **(12)** addition method			
4 **2.NBT.7**	The student correctly answers **0-3** of the four parts.	The student correctly answers **4-6** of the four parts.	The student correctly answers **7-8** of the ten parts.	The student correctly answers **9-10** of the ten parts. (See below.)
	Strategies may vary. a. **(1)** 194 **(2)** strategy d. **(7)** 770 **(8)** strategy	b. **(3)** 248 **(4)** strategy e. **(9)** 726 **(10)** strategy	c. **(5)** 200 **(6)** strategy	
5 **2.NBT.7** **2.NBT.9**	The student answers zero out of two parts correctly.	The student answers one out of two parts correctly.	The student gives a partial explanation of Martha's error and correctly models an alternative strategy to solve, *or* the student gives an explanation of Martha's error and a partial model of an alternative strategy.	The student correctly: a. Explains that Martha made an error in the hundreds place while subtracting. b. Models an alternative strategy to solve.

Second Grade Module 5: End-of-Module Assessment Task Key

Name Kathy _____ Date _____

1. Solve each problem with a written strategy such as a tape diagram, a number bond, the arrow way, the vertical form, or chips on a place value chart.

a.
460 + 200 = 660
460 $\xrightarrow{+200}$ 660

b.
565 = 865 – 300
865 $\xrightarrow{-300}$ 565

c.
198 + 400 = 598
598
-400
198

d.
240 – 190 = 50
+10 | 240
+10 | 190
250 – 200 = 50

e.
480 = 760 – 280
760 $\xrightarrow{-300}$ 460 $\xrightarrow{+20}$ 480

f.
330 – 170 = 160
330 $\xrightarrow{-200}$ 130 $\xrightarrow{+30}$ 160

2. Use the arrow way to fill in the blanks and solve. Use place value drawings if that will help you.

a.
630 $\xrightarrow{-400}$ 230 $\xrightarrow{+10}$ 240
630 – 390 = 240

b.
570 $\xrightarrow{-300}$ 270 $\xrightarrow{+20}$ 290
570 – 280 = 290

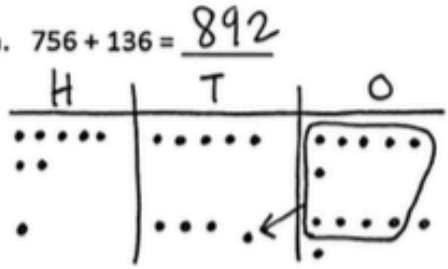
c.
958 $\xrightarrow{-400}$ 558 $\xrightarrow{-40}$ 518
958 – 440 = 518

Second Grade Module 5: End-of-Module Assessment Task Key (continued)

3. Solve.

Draw a place value chart with chips to model the problems. Show a written subtraction method to check your work.

a. 756 + 136 = 892



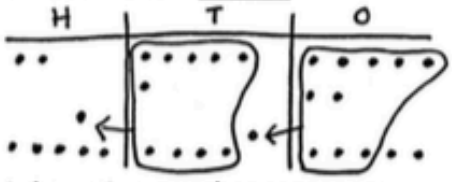
$$\begin{array}{r} 756 \\ +\ 136 \\ \hline 892 \end{array}$$

Subtraction number sentence:

892 − 136 = 756

892 $\xrightarrow{-100}$ 792 $\xrightarrow{-30}$ 762 $\xrightarrow{-6}$ 756

b. 267 + 545 = 812



$$\begin{array}{r} 267 \\ +\ 545 \\ \hline 812 \end{array}$$

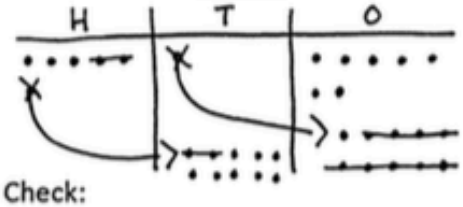
Subtraction number sentence:

812 − 267 = 545

812 $\xrightarrow{-200}$ 612 $\xrightarrow{-7}$ 605 $\xrightarrow{-60}$ 545

Draw a place value chart with chips to model the problems. Show a written addition method to check your work.

c. 617 − 229 = 388



$$\begin{array}{r} 5\ 10\ 17 \\ 6\not{1}\not{7} \\ -\ 229 \\ \hline 388 \end{array}$$

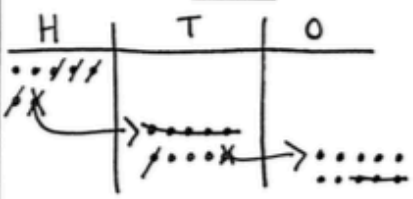
Check:

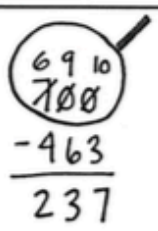
388 + 229 = 617

388 $\xrightarrow{+200}$ 588 $\xrightarrow{+20}$ 608 $\xrightarrow{+9}$ 617

Second Grade Module 5: End-of-Module Assessment Task Key (continued)

d. 700 – 463 = 237





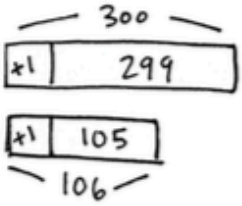
Check:

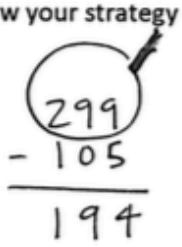
237 + 463 = 700

237 +400→ 637 +60→ 697 +3→ 700

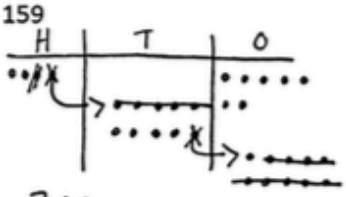
4. Find the missing numbers to make each statement true. Show your strategy to solve.

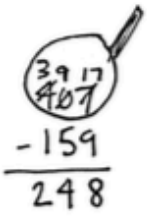
a. 300 – 106 = 194



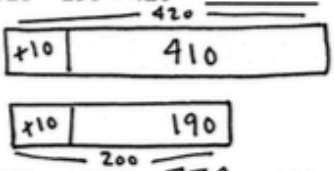


b. 248 = 407 – 159



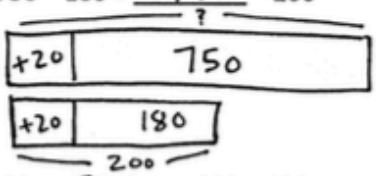


c. 410 – 190 = 420 – 200



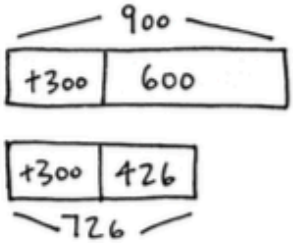
420 - 200

d. 750 – 180 = 770 – 200



770 - 200

e. 900 – 726 = 600 – 426

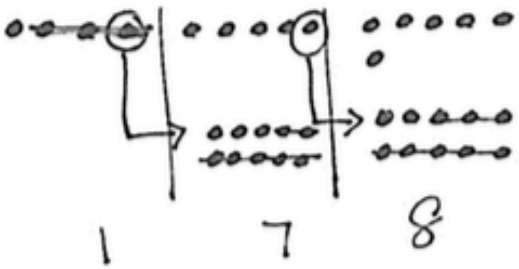


900 - 726

Second Grade Module 5: End-of-Module Assessment Task Key (continued)

5. Martha answered the problem 456 – 378 incorrectly. She does not understand her mistake.

   a. Explain to Martha what she did wrong using place value language.



Explanation:

Martha forgot that she unbundled a hundred and took 3 hundreds from 4 hundreds. She should have taken 3 hundreds from 3 hundreds.

   b. Model an alternative strategy for 456 – 378 to help Martha avoid making this mistake again.

$378 + 78 = 456$

$378 \xrightarrow{+2} 380 \xrightarrow{+20} 400 \xrightarrow{+56} 456$